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ABSTRACT

In 1981-82, Project VIBES at South Shore High School in Brooklyn, New York, provided instruction in English as a second language (ESL) and French language arts, and bilingual mathematics, social studies, and science for Haitian high school students of limited English proficiency. The project also conducted classes in ESL, Hebrew, and Spanish language arts; and environmental science (taught in English, but geared to the needs of students with limited English proficiency) for Israeli and Hispanic participants. The report describes the project content, participants, instructional component, noninstructional activities (support services, curriculum development, and staff development), and evaluation. Evaluation findings indicate that: (1) achievement gains in English syntax were below the criterion objective; (2) passing rates in mathematics, science, and social studies were above 70 percent; (3) passing rates in native language arts were 80 percent or better (except for a 60 percent passing rate for ninth graders in the fall); and (4) participants' attendance rates exceeded the school-wide attendance rates at all levels. Recommendations for program improvement are presented. (MJL)

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O.E.E. Evaluation Report

May, 1983

Grant Number: G00-800-5984

SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

1981-1982

Principal:
Mr. Lawrence Feigenbaum

Director:
Mr. Alberto Bursztyn

UD 022 877

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SOUTH SHORE HIGH SCHOOL

PROJECT VIBES

Location:	6565 Flatlands Avenue Brooklyn, New York 11236
Year of Operation:	1981-1982, First year of funding cycle
Target Languages:	French/Creole; Spanish; Hebrew
Number of Participants:	100
Project Director:	Mr. Alberto Bursztyn
Principal:	Mr. Lawrence Feigenbaum

I. CONTEXT

COMMUNITY SETTING

South Shore High School is located on Flatlands Avenue in Brooklyn. Students come to the school from an attendance area encompassing Flatlands, Canarsie, Mill Basin, and East Flatbush. These are largely middle-class sectors of the borough, whose residents own homes or rent well maintained apartments. Small businesses and restaurants cater to community residents. The population's general stability accounts in part for the school's declining enrollment: as the area's residents get older, their children are graduating from public schools, and entering college or the job market. There is relatively little turnover of real estate; younger families with school-age children are not moving into the attendance area in large numbers.

ATTENDANCE AREA

Before 1980, South Shore High School's attendance area extended to Livonia Avenue, which lies north of the present zoning line. The

overwhelming majority of black students at South Shore had come from the northern sector. The principal stated that before 1980 the school had been overcrowded, with double sessions filling its classrooms from 7:30 a.m. to 5:35 p.m. He explained that the 1980 zoning change stemmed from the Nyquist decision, which aimed at maintaining racial balance in New York City's public schools. The northern sector of the attendance area was designated a choice-of-admission zone; its students could choose from among 14 high schools, including South Shore. The zoning change eliminated from South Shore's rosters many black students, and limited the attendance area to neighborhoods which the principal described as more middle-class.

This zoning change affected the bilingual program, since many Haitian students were zoned out of the South Shore area. Students eligible for bilingual services were assigned to the nearest high school offering these services. Many Haitian students who would have attended South Shore therefore enrolled at Tilden High School where, according to South Shore's principal, bilingual services exist but are insufficient. The attendance area still includes some Haitian families, as well as immigrants from the Soviet Union, Poland, Israel, Italy, Greece, Korea, and China.

SCHOOL SETTING

South Shore High School enrolled approximately 3,200 students in 1981-82. Of this number, approximately two-thirds were white. The ethnic survey conducted at the school indicated that eight percent of the enrollment is Hispanic; the principal pointed out, however, that the

definition of Hispanic for the purpose of this survey is elastic, and includes Sephardic Jews. Most of those students with Spanish surnames are dominant in English. The school's enrollment has declined by several hundred over the last four years due to the zoning change and the area's demographic characteristics.

The school itself is a modern building equipped with the range and number of facilities needed for a large, comprehensive high school. The school's strong Parent Teacher Association has been instrumental in obtaining materials for the school, including contributions from private enterprises such as local banks.

II. STUDENT CHARACTERISTICS

Project VIBES, the Title VII program at South Shore, provides services to approximately 100 students. Of these students, 65 percent are Haitian immigrants whose home language is Haitian Creole, and who generally have been educated in French. The remainder are Spanish-dominant Hispanic students, Israelis, and students from various Asian, Middle Eastern, and European countries. Russian-dominant students at South Shore are not enrolled in Project VIBES, as they were in past years, and take part in the citywide Russian bilingual program. Table 1 presents the number and percentages of students by language and country of birth for whom information was reported.

TABLE 1

Number and Percentages of Students by Language and Country of Birth

Language	Country of Birth	Number	Percent
French/Creole	Haiti	63	64.9
Spanish	Puerto Rico	1	1.0
	Dominican Republic	1	1.0
	Panama	6	6.2
	Chile	1	1.1
Hebrew	Israel	11	11.3
Other	Italy	1	1.0
	Other Middle East	3	3.1
	Korea	2	2.1
	Cambodia	1	1.1
	Peoples Republic of China	1	1.1
	Hong Kong	5	5.2
TOTAL		96	100.0

- Sixty-five percent of Project VIBES students were born in Haiti and spoke French/Creole at home.

- The eleven Hebrew-speaking students were all born in Israel.

- Nine students reported Spanish as their home language.

- The remaining students were all foreign-born speakers of "other" languages and dialects. Because of their small numbers, these students could not receive native-language instruction but participated in E.S.L. classes and received supportive services from the program.

Table 2 presents a breakdown of Project VIBES students by sex and grade.

TABLE 2

Number and Percentages of Students by Sex and Grade

Grade	Male N	Percent of Grade	Female N	Percent of Grade	Total N	Column Total: Percent of All Students
9	10	35.7	18	64.3	28	28.3
10	16	55.2	13	44.8	29	29.3
11	7	35.0	13	65.0	20	20.2
12	8	36.4	14	63.6	22	22.2
TOTAL	41	41.4	55	58.6	99	100.0

.Fifty-nine percent of the program students are female.

.Female students outnumber male students in every grade, except in grade 10.

.Most students are in grades 9 and 10.

Because all of the students are immigrants with varied lengths of residence in this country, their educational histories may vary considerably. Many have suffered interrupted schooling, or because of a lack of opportunity in their countries of origin, have received fewer years of education than their grade levels would indicate. Table 3 presents program students by grade and age at the end of the school year.

TABLE 3

Number of Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	1			2
14	3	1			4
15	7	10	2		19
16	7	8	3	3	21
17	3	4	4	1	12
18	4	2	5	7	18
19	2	3	5	6	16
20		1	1	5	7
Total	27	30	20	22	99

Note. Shaded areas indicate expected age range for grade.

Overage Students					
Number	16	10	11	11	48
Percent	59	33	55	50	48

.Overall, 48 percent of the program students at South Shore High School were overage for their grade.

.The proportion of students overage for their grade ranges from a high of 59 percent (grade 9) to a low of 33 percent (grade 10).

HAITIAN PARTICIPANTS

The Haitian participants are recent arrivals in the United States; most have lived here for no more than two years. According to the grade advisor, most have received a substantial education in Haiti, and are literate in French. Others, particularly those from more rural areas, are poorly educated. A large number of the Haitian students are college-bound. In the past, more than half of the Haitian students leaving South Shore have gone to local colleges, including Brooklyn or Kingsboro College.

The grade advisor spoke of the difficult personal problems and the challenge of adjustment facing the Haitian population. "Many are encountering racial problems for the first time," she commented. She said that many do not aspire to American citizenship, because in their view to become black members of American society is like being reborn into a lower status. For the same reason, Haitian students generally do not speak of themselves as "black," but reserve that term for black Americans. When asked to indicate racial or ethnic characteristics on forms, they are likely to check the box designated "other." For all these reasons, Haitian students tend to cluster together, mixing very little with other students. The grade advisor spoke of the need for more guidance and counseling for these program participants.

Haitian participants have a broad range of proficiency in English and French. All speak Creole at home and with friends; about a quarter of them have limited knowledge of French. The others, whose schooling through high school was in French, can function sufficiently

well in that language to absorb content-area instruction easily. The grade advisor, a native of France, noted that the most advanced participants perform as well as the best students in a French high school. But a broad spectrum of academic performance results from differences in economic and geographic situations, and the variability of the schools which they attended in Haiti.

The grade advisor and the curriculum specialist, himself a Haitian immigrant, described the educational context from which these students have come. The school system in Haiti, they explained, is not supervised by the government. It comprises a great range of schools, from quite sophisticated institutions to those which are schools in name only, or bullette schools.

Some students have arrived with few skills necessary to acquire new knowledge -- for example, without computational skills. These are all male students; typically their parents did not send them to school regularly due to financial problems, the need for assistance from their children during the work week, or distance from a school.

Program students tend to be very tenacious in regard to their schooling. While those students who lack even rudimentary skills tend to leave school before graduation, they are exceptions. "Some have the making of dropouts," the grade advisor commented, "but they don't drop out." Some male students have joined the armed forces, either after dropping out or graduating from South Shore. The program's 1982 graduates all applied to local colleges.

OTHER PROGRAM STUDENTS

Of the approximately 25 Israeli students at South Shore, 15 were enrolled in Project VIBES. The project director, who speaks Hebrew and Spanish, described these students as a "difficult population," hard to motivate or to focus on tasks at hand. He added that their lack of concentration stems largely from their own uncertainty about the future. At home, their parents tend to talk about returning to Israel; some go back to Israel only to return again to New York. It is difficult for these students to invest themselves in academic and social situations which seem unlikely to last.

A small number of VIBES students are Spanish-dominant. Most are Panamanian; others come from the Dominican Republic and Chile. These students are for the most part better off economically than Hispanic immigrants in other parts of the city. Of the three Spanish-dominant participants graduating in 1982, all were heading for college.

NINTH-GRADE PARTICIPANTS

Ninth-grade bilingual students across the city appear to encounter more severe academic and personal difficulties than other bilingual program participants. For this reason, we took a closer look at the project's ninth graders.

Of the 20 Haitian ninth graders, 11 had entered the program after the start of the school year. Almost all were overage for their grade: in the spring term, 13 of the 20 were 16 years or older. One in four ninth graders was age 18 or 19. However, younger students were as likely as older students to have academic difficulty. The five ninth

graders dominant in Hebrew or Spanish also had low grade averages.

A review of the records indicated that many of the program's 25 ninth graders were encountering academic problems. Those with the most failures tended to have poor attendance records. No correlation between age and academic performance was observed. The problems of ninth graders appear to be an area which the program may wish to address in future years (see Recommendations).

III. PROGRAM DESCRIPTION

Project VIBES is an integral part of South Shore's foreign language department; the assistant principal heading this department supervises program staff. The project director reported that he enjoys the full cooperation of the department and its head.

The project staff consisted of the director, two grade advisors, (who serve Haitian, Israeli, Spanish, Russian, and all other LEP students), the curriculum specialist, and a bilingual secretary. Tax-levy teachers provide content-area instruction to participating students.

In describing services to VIBES students, the project director spoke of growing needs and diminishing resources. The project director, Haitian curriculum specialist, and grade advisors have had to assume classroom responsibilities. The one paraprofessional in the bilingual department is attached to the Russian program, and is not available to VIBES.

As Project VIBES was funded at a level considerably lower than was originally proposed, the project as implemented departed substantially from the program outlined in the funding proposal. The original budget was reduced by a third. Many of what the project director termed the program's more attractive facets -- computer work, values clarification, materials development -- were trimmed or eliminated because of the lack of funding and personnel. Title VII program officers directed that the project concentrate on providing services to Haitian students.

The school's principal spoke enthusiastically about the project and expressed special interest in the possibilities of vocational training for bilingual students, particularly in computer and other technical fields. He spoke of his commitment to bilingual education in terms of his overall goal: to bring excellence to the neighborhood high school so that students need not apply to specialized schools in other boroughs to get a rigorous, focused education. He noted that not all Haitians in the borough, or in the school's vicinity, were receiving adequate services.

IV. INSTRUCTIONAL COMPONENT

ADMISSIONS POLICY AND PROGRAMMING

Entry into the program is guided by scores on the Language Assessment Battery (LAB) below the twenty-first percentile, and by parental option. Students were also admitted to the program on the basis of recent arrival in the United States, a home language other than English, and parents' approval of program participation. All participants entered high school as new arrivals in the United States. LEP students with even a single year in junior high school were assigned to E.S.L. classes, but took other subjects in the mainstream.

The grade advisor said that placement depends on the level of a particular subject completed in the native country. However, there were several constraints on the implementation of this policy. First, records are often difficult to obtain. Some schools in Haiti are established and then dissolved rather quickly; grade advisors have sometimes attempted to retrieve students' records from a Haitian school, only to find that it no longer exists and has not maintained records. Even if records can be located, interpretation may be difficult because they come from a school system whose curricula and academic standards vary markedly.

Programming also depends in large measure on course offerings. Because of the limited numbers of students and teachers involved in VIBES, course offerings are staggered, and change each year. Students could take environmental science in French during 1981-82; practical biology

will be offered the following year. Because there are so few sections of each subject, scheduling has been problematic. A review of program cards indicated that most Haitian ninth-grade participants were not taking math. The grade advisor said that this was due to scheduling conflicts, or the fact that classes were closed when new admits enrolled mid-year. She added, "When we program ninth graders, we always ask for math. We program them, but the programming office sometimes doesn't honor requests for new admits."

MAINSTREAMING

Program staff, particularly the grade advisors, expressed a sense of urgency about moving students into the mainstream. The formal criterion for exit from the program is a score above the twenty-first percentile on the LAB, indicating competency in English. Scores on the Criterion Referenced English Syntax Test, the preferences of the students and parents, and teachers' recommendations are also taken into account. The grade advisor stated that advanced students are better off in mainstream classes, and that the social framework of that setting is crucial to their development.

ENGLISH AS A SECOND LANGUAGE (E.S.L.)

Participants were assigned to E.S.L. classes with students of various linguistic backgrounds. Instruction was offered on three levels: beginning, intermediate, and advanced (A, B, and C). Levels A and B used Access to English; Level C was based on teacher-developed materials. E.S.L. classes at all three levels met for two periods each day.

NATIVE-LANGUAGE INSTRUCTION

French/Creole

At home, Haitian participants speak Creole, a language which until recently lacked a standard orthography. In the absence of a written Creole language, French has been the medium of instruction in Haitian schools and in American bilingual programs for Haitian students. Project VIBES therefore provided "native language" instruction in French. While French was not technically the students' native tongue, most had attained fluency in the language.

Since a written language has been developed for Creole, it has become theoretically possible to teach Creole literature and other subjects in students' home language. The curriculum specialist mentioned that this is now standard practice in some Haitian schools. However, there remains in some sectors of the Haitian community a stigma against teaching Creole, in part because that language is associated with a vital oral tradition, in part because French has become accepted as the traditional, and therefore appropriate, instructional medium. When Creole was introduced into the bilingual project's curriculum, some parents complained about it. In view of this negative response, as well as the scarcity of suitable materials in Creole, the curriculum specialist has incorporated Creole-language instruction into French-language courses. In a two- to three-week segment, he teaches students how to read and write in the language, and introduces them to written literature in Creole.

Haitian students may take two levels of French. A French I class observed by an evaluator was attended by 29 students. The teacher

reviewed the homework assignment; she was very active in soliciting students' responses, gestured enthusiastically, and in general appeared to motivate every student in the class. The second part of the lesson consisted in students' reading aloud from La Petite Chose; the teacher stressed comprehension.

A French II class attended by 20 students was taught by the Haitian curriculum specialist. The lesson consisted of a lecture delivered by the teacher, which followed an outline presented on the blackboard. Students took notes attentively. The lecture described classical literary principles as they apply to the play Le Cid.

Hebrew-Language Instruction

The Hebrew-language class observed by an evaluator included 10 program participants -- native speakers of Hebrew -- and a larger number of mainstream students learning Hebrew as a second language. The lesson was based on a graded reader; the teacher asked students to read aloud portions of a selection about Israeli history. American students read in Hebrew, but used English for all interactions with the teacher; the teacher used English to cue students. Native speakers sat together in the back of the classroom, and did not participate very actively. There appeared to be a wide disparity between the proficiency levels not only of native and non-native speakers, but also among those learning Hebrew as a second language. Since only one Hebrew class was offered, all were grouped together for instruction.

Spanish-Language Instruction

A bilingual grade advisor organized a Spanish language course for the project's eight native speakers. The course, which students took for credit, met one day per week during the ninth period. Students were reading and discussing Cervantes, and were given substantial written assignments. When these students exhausted the materials available from the foreign language department, they bought their own books for use in this course. No teacher time was arranged for the course; the grade advisor volunteered her time.

CONTENT-AREA INSTRUCTION

Content-area instruction in French was offered to Haitian students in the program. Israeli and Hispanic participants took E.S.L. and native-language instruction in the program, but registered for mainstream content-area subjects. No bilingual math classes were offered in French. There happens to be a Haitian math teacher in the school, but she was not attached to the program in 1981-82. The project director would like to arrange for part of her time to be assigned to the program in the future, but this may be difficult, since 25 to 30 students must register for one course before a tax-levy teacher can be assigned to it. Programming presents an additional problem. Science or social studies classes can be taught in alternate years, but in mathematics, where the sequence of courses is more crucial, this is not possible.

Science and social studies classes were taught in French by the curriculum specialist. He taught in French, using Creole when students had difficulty grasping the materials. Table 4 indicates content-area

classes. The project director estimated that French was used for 90 percent of class time and half of curricular materials.

TABLE 4

Bilingual Content-Area Course Offerings

Course	Number of Classes	Average Register	Language(s) of Instruction
Bilingual Global Studies I & II	1	30	French/Haitian
Bilingual American History I & II	1	30	French/Haitian
Bilingual Business Math (Fall only)	1	22	French/Haitian
Bilingual Environment Science	1	30	French/Haitian
Bilingual Environment Science[a]	1	35	English/ Hebrew/Spanish

[a]taught primarily in English

Mathematics

A tax-levy teacher, who speaks French and Spanish, taught a math course for Haitian students in the fall term. This was a basic course for ninth and tenth graders, with a business math curriculum. The grade advisor noted that Haitian students often have weak mathematics skills, and begin with pre-algebra courses when they enter the program.

The math teacher had difficulty locating appropriate materials in French, and therefore spent considerable time translating materials from an English-language text into French. In the spring semester, no bilingual math was offered, and project students registered in mainstream courses. They had some difficulty with these courses; the curriculum specialist made himself available for tutorial assistance. Students could also get help through the school's peer tutoring program.

Social Studies

An evaluator attended a world history course taught in French. The lesson was based on the English-language text World History, and focused on French political history. The teacher spoke in French only, lecturing on the nature of the monarchy and the application of censorship. Pertinent vocabulary was written on the blackboard. He asked questions, calling on male students. At other times, boys in the class would volunteer answers; girls were largely passive. The lecture followed closely the portion of the text which students had been assigned. Commenting on this course after the class, the teacher said that due to the lack of suitable materials in French, he must translate the course from the English text.

Science

Two science courses were taught in French: ecology and environmental science. Ecology was taught by the grade advisor, a native speaker of French. She used materials in French developed during the summer, 1981, with Title VII funding.

An evaluator observed the environmental science course, taught by the curriculum specialist. Thirty students were present. The teacher lectured in French, referring to the English text Energy and Our Future. He translated the text as students followed, and occasionally asked questions from the book. The lesson focused on energy sources, and the problems of heating homes in different parts of the United States. The language of the text and of the teacher's presentation was quite simple.

The project also offered a section of environmental science taught primarily in English, but geared to the needs of LEP (Hebrew- and Spanish-dominant) students. The teacher was fluent in the students' languages.

V. NON-INSTRUCTIONAL COMPONENT

SUPPORTIVE SERVICES

Students receive the tax-levy services of the school's guidance department. In addition, academic and personal advice is available from either of the two bilingual grade advisors connected with the program. One of these grade advisors also teaches French, and in this way has become closely acquainted with bilingual students; she works with most of Project VIBES' participants; the other bilingual grade advisor works mainly with Spanish- and Russian-dominant students. Other members of the program staff were also available for discussion of problems on an informal basis.

CURRICULUM DEVELOPMENT

During the 1981-82 year, values clarification strategies were incorporated into content-area classes and E.S.L. instruction. The presentation and discussion of similarities and differences between American culture and that of the students was designed to facilitate the students' understanding of American culture and their adjustment to American society.

Due to budgetary restrictions, the resource specialist (for French/Creole curricula) had an extremely taxing teaching schedule, with three preparations daily in three different disciplines. Sustained work in curriculum development was therefore limited to summer, 1980 when Title VII funds supported the development of materials in science and mathematics. Curriculum planning and the acquisition or translation of appropriate materials is critical to this program, according to the

project director, since materials suited to Haitian or Israeli students are severely limited. In the content-area courses observed by an evaluator, students were using English-language texts, although the classes were conducted primarily in French.

STAFF DEVELOPMENT

VIBES staff met at monthly meetings of the foreign languages department, and attended as well four workshops on E.S.L. curriculum and Haitian bilingual education at the school. The bilingual staff also met on a monthly basis to discuss relevant issues (including assessment and guidance of LEP students) and individual students' progress. Demonstration lessons were given at seven sessions, which focused on the implementation of the E.S.L. curriculum, and on techniques of values clarification in work with students who are recent immigrants to the United States.

The project director and the resource teacher also attended conferences outside of school, including the Leadership in Management Series sponsored by BESC-NODAC. The project director was present at the Eleventh Annual Converence of the NABE, which was held in Detroit.

In addition, the project director was taking courses toward an M.S. degree in education at Brooklyn College. Another member of the teaching staff was pursuing an M.A. at New York University, and the curriculum specialist is pursuing a Ph.D. in French literature.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-82.

Students were assessed in English-language development, growth in their mastery of their native language, mathematics, social studies, and science. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test), Levels I, II, III)

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Attendance -- School and program records

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST) which tests mastery of specific syntactic skills at three levels. Material at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the

students must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction in the fall and spring semesters.

Information is also provided on students' performance at the various test levels. Performance breakdowns are reported in two ways. First, Table 5 contains grade and level breakdowns for students who were pre- and post-tested with the same test level. In addition, in Table 6 a grade and test breakdown is reported for students who were administered a higher level of the CREST when post-tested than when pre-tested. For students given different levels of the test at pre- and post-testing, it was assumed that all objectives of the pre-test level were mastered by the time of post-testing.

Rates of success of students in mathematics, science, social studies, and native language arts courses taught in the bilingual program are reported by courses and by grade (Tables 7, 8, and 9). These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately. Mathematics courses include fundamental math, algebra, general math, geometry, trigonometry, computer science/ mathematics, and calculus. Science courses include general science, biology, ecology, zoology, energy conservation, chemistry, biochemistry,

physics, and medical lab techniques. The social studies courses include global history, leadership training, economics, American studies, western civilization, advanced placement history, and native language studies.

A comparison of the attendance rate of program participants with that of the school as a whole is presented in Table 10. This table contains the average rate for the school and for the various participant groups, the percent difference, value of the z statistic, and its level of statistical significance.

TABLE 5

Performance of Program Students Tested on the Criterion Referenced English Syntax Test (CREST): Average Number of Objectives Mastered by Grade and Test Level

	LEVEL I					LEVEL II					LEVEL III					TOTALS			
		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Number of Objectives Mastered			Gain/		Average Months of	Average Number of Objectives Mastered	
Grade	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Pre	Post	Gain	Month	N	Treatment	Gain	Gain/Month
9	8	4.6	9.6	5.0	0.9	1	20.0	21.0	1.0	0.2	----------					9	5.0	4.5	0.9
10	1	4.0	23.0	19.0	3.6	5	10.4	13.8	3.4	0.6	5	9.8	11.0	1.2	0.2	11	5.0	3.8	0.8
11	1	11.0	14.0	3.0	0.6	6	13.3	16.0	2.6	0.5	3	9.3	9.3	0.0	0.0	10	5.0	1.9	0.4
TOTAL	10	5.2	11.4	6.2	1.2	12	12.6	15.5	2.8	0.5	8	9.6	10.3	0.7	0.1	30	5.0	3.4	0.7

Note. number of objectives for each level: Level I (25), Level II (25), Level III (15).

- In general, students mastered 0.7 objectives per month of instruction. This is below the city average of one objective mastered per month of instruction.
- The citywide average was attained only at Level I (1.2 objectives gained per month of instruction).
- It is important to note that due to the small number of students tested at each level, conclusive statements cannot be made.

TABLE 6

Performance of Program Students Tested on More Than One

Level of the Criterion Referenced English Syntax Test (CREST)

	Students Advancing From Level I to Level II			Students Advancing From Level II to Level III		
Grade	N	Average Number of Objectives Mastered (Pre-Test Level I)	Average Total Objectives Mastered	N	Average Number of Objectives Mastered (Pre-Test Level II)	Average Total Objectives Mastered
9	6	14.6	23.3	----------	----------	----------
10	5	17.2	21.4	1	18.0	16.0
11	1	13.0	19.0	1	23.0	16.0
TOTAL	12	12.5	22.1	2	20.5	16.0

Note. The maximum number of objectives for each level: Level I (25), Level II (25), Level III (15).

.Students advancing from Level I to Level II mastered 12.5 at pre-test and mastered a total of 22.1 objectives between pre- and post-testing.

.Students advancing from Level II to Level III mastered 20.5 objectives at pre-test and 16 objectives between pre- and post-testing.

TABLE 7

Number and Percent of Program Students Passing Teacher-Made Examinations in Content-Area Classes by Grade and Language of Instruction, Fall

Subject	Grade	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	ENGLISH AND NATIVE LANGUAGE N	ENGLISH AND NATIVE LANGUAGE Number Passing	ENGLISH AND NATIVE LANGUAGE Percent Passing	TOTAL N	TOTAL Percent Passing
Mathematics	9	4	2	50.0	8	6	75.0	12	67.0
	10	13	9	69.2	1	1	100.0	14	71.0
	11	13	13	100.0	3	3	100.0	16	100.0
	12	16	14	87.5	-	-	--	16	87.5
TOTAL		46	38	83.0	12	10	83.0	58	83.0
Science	9	1	--	--	12	7	58.3	13	54.0
	10	6	4	66.7	16	12	75.0	22	73.0
	11	2	2	100.0	11	9	81.8	13	85.0
	12	7	7	100.0	4	4	100.0	11	100.0
TOTAL		16	13	81.0	43	32	74.0	59	76.0
Social Studies	9	1	--	--	9	4	44.4	10	40.0
	10	4	4	100.0	14	9	64.3	18	72.0
	11	3	2	66.7	10	6	60.0	13	62.0
	12	7	6	85.7	4	4	100.0	11	91.0
TOTAL		15	12	80.0	37	23	64.0	52	67.0

TABLE 7 (continued)

- The overall passing percentage for mathematics was 83 percent in the fall. The program students taking the test in their native language generally scored higher than those taking the examination in English. In fact, each grade level taking this examination in their native language had passing rates of 75 percent or higher while only the eleventh and twelfth graders taking the English examination had passing rates above 70 percent.

- The overall passing percentage for science in the fall was 76 percent. The results were mixed between those taking the examination in their native language and those taking it in English. The eleventh and twelfth graders in both groups scored quite well with 80 percent or more passing. The tenth graders taking the examination in their native language also performed well with 75 percent passing.

- The overall passing rate for social studies was 67 percent in the fall. Only the tenth and twelth graders taking the examination in English and the twelfth graders taking the examination in their native language had a passing rate of more than 70 percent.

TABLE 8

Number and Percent of Program Students Passing Teacher-Made Examinations in Content-Area Classes by Grade and Language of Instruction, Spring

Subject	Grade	ENGLISH N	ENGLISH Number Passing	ENGLISH Percent Passing	ENGLISH AND NATIVE LANGUAGE N	ENGLISH AND NATIVE LANGUAGE Number Passing	ENGLISH AND NATIVE LANGUAGE Percent Passing	TOTAL N	TOTAL Percent Passing
Mathematics	9	12	9	75.0	-	-	--	12	75.0
	10	23	19	82.6	-	-	--	23	82.6
	11	14	11	78.6	-	-	--	14	78.6
	12	12	9	75.0	-	-	--	12	75.0
TOTAL		61	48	79.0	-	-	--	61	79.0
Science	9	1	1	100.0	22	14	63.6	23	65.0
	10	12	6	50.0	16	14	87.5	28	71.0
	11	3	2	66.7	5	3	60.0	8	63.0
	12	5	5	100.0	1	1	100.0	6	100.0
TOTAL		21	14	67.0	44	32	73.0	65	71.0
Social Studies	9	3	-	--	15	11	73.3	18	61.0
	10	15	10	66.7	15	11	73.3	30	70.0
	11	10	8	80.0	6	4	66.7	16	75.0
	12	8	8	100.0	4	4	100.0	12	100.0
TOTAL		36	26	72.0	40	30	75.0	76	74.0

TABLE 8 (continued)

- The overall average for each area (mathematics, science, and social studies) was above 70 percent in the spring.

- Each grade level taking the mathematics examination in English had passing rates of 75 percent or higher.

- The results between the two groups taking the science examination were somewhat mixed. Of those taking the test in English, only the ninth and twelfth graders had passing rates above 70 percent. These six students performed exceptionally well with 100 percent passing. Of those taking the examination in their native language, only the tenth and twelfth grades had passing rates above 70 percent. The tenth graders did quite well with 87 percent passing.

- The two groups taking the social studies examination had similar results. Each grade level taking the test in their native language had passing rates of more than 65 percent. The eleventh and twelfth grades taking the examination in English had passing rates of 80 percent or more.

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

Courses	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Native Language Arts (Fall)	10	60.0	15	80.0	12	100.0	9	100.0	46	85.0
Native Language Arts (Spring)	20	85.0	26	84.6	16	100.0	9	100.0	71	90.0

.Generally, program students performed quite well on native language arts examinations with 85 percent passing in the fall and 90 percent passing in the spring.

TABLE 10

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	N	Mean Percentage	Standard Deviation
9	26	96.8	4.4
10	30	95.3	5.7
11	20	95.5	3.8
TOTAL	76	95.9	4.8

Average School-Wide Attendance Percentage: 79.43

Percentage Difference = 16.47 $z = 3.23$ $p = .00069$

.The overall attendance rate for program students at South Shore High School (95.9 percent) was 16.47 percentage points higher than the average school-wide attendance rate. This difference is statistically significant.

.The attendance rate is uniformly high for all grades. The low standard deviations indicate that there are very few program students with low attendance rates.

SUMMARY OF FINDINGS

Knowledge of English Syntax

As Table 5 indicates, the total number of objectives gained per month was 0.7. This is below the city-wide average of one objective mastered per month of instruction. The city-wide average was attained only at Level I. It is important to note that due to the small numbers of students tested at Levels II and III, conclusive statements regarding the low gains at these levels cannot be made (see Recommendations).

As indicated in Table 6, the students advancing from Level I to Level II mastered 12.5 objectives at pre-test and mastered a total of 22.1 objectives between pre- and post-testing. These results are quite good. The two students advancing from Level II to Level III mastered 20.5 objectives at pre-test and 16 objectives between pre- and post-testing. Again, the results were good.

Performance in the Content Areas

Program students were enrolled in bilingual and mainstream mathematics courses in the fall. The overall passing rate of these students was 83 percent in the fall. In the spring, program students were enrolled only in mainstream courses and the overall passing rate was 79 percent. For both terms, the overall passing rate was above 70 percent passing.

Program students were enrolled in bilingual and mainstream science courses in both fall and spring terms. The overall passing rate of these students was 76 percent in the fall and 71 percent in the spring. Again, the overall passing rate for both terms was above 70 percent passing.

As in science, program students were enrolled in both bilingual and mainstream social studies classes. In the fall, the overall passing rate was 67 percent and in the spring it was 74 percent. Although the overall passing rate was slightly below 70 percent for the fall term, the results for the spring term were above 70 percent passing.

The program students performed quite well in their native language arts courses with an impressive overall passing rate of 85 percent in the fall and 90 percent in the spring. Generally, each grade level performed exceptionally well in the fall with passing rates of 80 percent or more except for the ninth grade which had only 60 percent passing. In the spring, however, each grade level had remarkable results with passing rates of 85 percent or more.

Attendance

The attendance rates of program students exceeded the average school rate in all grades. The differences were statistically significant. The attendance rate was uniformly high for all grades. The low standard deviations, as shown in Table 10, indicate that there were very few program students with low attendance rates.

VII. CONCLUSIONS AND RECOMMENDATIONS

Project VIBES at South Shore High School provided English as a second language and native language instruction to its 100 participants. It offered Haitian students science and social studies courses in French as well. Students dominant in Hebrew and Spanish were able to take a transitional environmental science course taught in English on a level that would make the material accessible to students of limited English proficiency.

The project also provided academic advisement in the native language, and staff development activities. Due to the resource teacher's many responsibilities, curriculum development was carried out in a sustained way during the summer of 1980, when Title VII monies funded this activity.

The project functioned well during 1981-82 considering budgetary constraints, which limited the values clarification aspect of the program.

The evaluation team offers the following recommendations:

1. Most of the classes observed by an evaluator were conducted in a lecture format. Considering the relatively small number of students in the program, and the fact that students have the same teacher for more than one subject, individualized or small-group instruction would appear to be appropriate; the project staff certainly have ample opportunity for getting to know students' needs and abilities. Staff development activities might focus on teaching methodologies, and explore instructional approaches suited to the project.

2. The grouping of native and non-native speakers of Hebrew in a single language class appeared to be problematic. While the small number of native speakers would make formation of a single class difficult, and staff time is limited in this subject, the project director might discuss with the department head and other administrators ways of ameliorating this situation.

3. Acquistion of appropriate materials in French continues to be an important priority for this program, particularly since staff time does not allow the development, translation, or adaptation of many materials. The project director and resource teacher should continue to make every effort to contact other projects for Haitian students, and to mine every other resource, to locate suitable texts.

4. It is recommended that the program make an effort to pre- and post-test each student with the CREST at the beginning and end of each semester, that is, twice in each term. This will allow for more accurate documentation of student progress in E.S.L.

5. Because the ninth graders at South Shore seem to experience various levels of academic difficulty (as they commonly do in New York City schools), it is recommended that the program consider providing special services for them (possibly including peer tutoring or additional counseling) to support their academic performance.

6. The academic and personal support which project students receive from the grade advisors and from the rest of the program staff was an important feature of Project VIBES. Although the values clarifica-

tion aspect of the project was not funded, the project director's sensitivity to this process has apparently contributed to the supportive context for learning, and for adjusting to a new country and community, that Project VIBES has created.